

## Examining an Argument

### Lesson Preparation

Daily Lesson 2	READING	
	TEKS	Ongoing TEKS
	E1.Fig19B E1.9A,B,C E1.10A	E1.15Ci-iii
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>• Credibility of sources affects the reliability of information.</li> <li>• Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> </ul> <p>— What makes an argument effective?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>• Relevance</li> <li>• Quality</li> <li>• Credibility</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Reader's Notebook (1 per student)</li> <li>• Writer's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Persuasive text from Daily Lesson 1 (1 per student)</li> <li>• Summary of text from Daily Lesson 1 (1)</li> <li>• Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>• Teacher Resource: <b>English I Unit 04 Writing Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare a summary of the persuasive text from Daily Lesson 1 to use as a model for analyzing an argument.</li> <li>3. Refer to Teacher Resource: <b>English I Unit 04 Writing Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	<p>Steps in analysis</p> <ul style="list-style-type: none"> <li>• Identify the evidence given to support or oppose an argument</li> <li>• Determine the relevance of the evidence</li> <li>• Determine the quality of the evidence</li> <li>• Determine the credibility of the evidence</li> <li>• Explain how the relevance, quality, and credibility of the evidence support or oppose the argument</li> </ul> <p>This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple reflections including personal and world connections,</i></p>	

Daily Lesson 2	READING
	<i>thoughts, and responses to expository and persuasive texts."</i>
Teacher Notes	

## Instructional Routines

READING	
<b>Daily Lesson 2</b>	
<b>Duration</b> and <b>Objective</b>	Suggested Duration: 50-60 min.  <u>Content Objective:</u> Students analyze the quality, relevance, and credibility of an argument.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Writing Appetizer.</li> <li>2. Remind students that in the previous lesson, they summarized the main points of a persuasive text. Today, they will analyze and critique the quality, relevance and credibility of the author's argument.</li> <li>3. Display your summary. Explain to students that the main points you included are the arguments the author uses for his argument. Remind students of the importance of substantiating opinions (and arguments) in a text.</li> <li>4. As a class, discuss the terms <i>quality</i>, <i>relevance</i>, and <i>credibility</i>. Create class definitions and/or characteristics for each term as students record the information in their Reader's Notebook.</li> <li>5. Have students create a 4 column chart in their Reader's Notebook with titles: <i>Text, Quality, Relevance, Credibility</i>. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span>Quality</span> <span>Relevance</span> </div> </li> <li>6. Model identifying the text the author uses to support his/her first main point. Using a scale of 1-4, evaluate the quality, relevance and credibility of the argument, with four being a strong argument which addresses the definitions/characteristics of quality, relevance and credibility and a one being an unsubstantiated opinion.</li> </ol>

Daily Lesson 2	READING
Learning Applications	<ol style="list-style-type: none"> <li>1. With an <b>Elbow Partner</b>, students identify and rate the quality, relevance and credibility of the arguments the author uses to support his/her position, recording the information in their Reader's Notebook.</li> <li>2. In their Reader's Notebook, students write a critique of the persuasive text addressing the prompt: <b>How effective is the author's argument based on quality, relevance and credibility?</b></li> <li>3. Monitor and assist as needed.</li> </ol>
Closure	<ol style="list-style-type: none"> <li>1. Ask: <b>Which has the greatest impact on the argument: quality, relevance or credibility?</b> Discuss responses.</li> </ol>